EFFECT OF SOCIAL EMOTIONAL LEARNING BASED INTERVENTION PROGRAM ON SOCIAL EMOTIONAL SKILLS, EMOTIONAL MATURITY AND POSITIVE BEHAVIOR OF MIDDLE STAGE STUDENTS

Synopsis

Submitted in the partial fulfilment for the requirement of

Doctor of Philosophy

in

Education

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2025

1.0 INTRODUCTION

Education doesn’t start in school; it begins in the womb and continues with our early caregivers through everyday care. These early experiences are crucial for emotional and educational success. All learning is influenced by our emotions—our interests, motivation to learn, sense of competence, curiosity, and focus are all shaped by how we feel. Education plays a vital role in every individual's life. In addition to providing academic knowledge, it also focuses on nurturing students' social and emotional skills (Tanjung, I. F., & Tambunan, E. P. S., 2022). These skills are cultivated through social-emotional learning (SEL), an educational approach that helps students understand and manage their emotions, build healthy relationships, and make responsible decisions. Social and Emotional learning (SEL) is all about recognizing emotions, solving problems, and building positive relationships—essential skills for all students. It focuses on developing behaviors, thoughts, and emotions (Zins & Elias, 2006).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social-emotional learning (SEL) as the process through which children and adults understand and manage emotions, set and achieve positive goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students develop social-emotional skills, much like academic ones, by practicing through positive activities inside and outside the classroom. These skills evolve and integrate over time, helping them handle complex challenges in academics, relationships, citizenship, and health (Elias et al., 1997; Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003).

The National Curriculum Framework (NCF) 2005, developed by the National Council of Educational Research and Training (NCERT) in India, emphasizes a holistic approach to education that includes not only academic excellence but also the development of social and emotional competencies. Social Emotional Learning (SEL) within the NCF 2005 framework is seen as crucial for nurturing well-rounded individuals who can thrive both personally and socially.

The NCF 2005 includes SEL in the curriculum through these main strategies:

- **Curriculum Design:** Including activities and lessons in various subjects that promote emotional and social growth, making SEL a natural part of learning.
- **Teacher Training:** Giving teachers the knowledge and tools to create supportive classrooms. Teachers play a key role in teaching SEL skills.

- **Co-curricular Activities:** Encouraging participation in sports, arts, and community service to build teamwork, empathy, and responsibility.
- **Classroom Environment:** Creating a safe and inclusive space where students feel valued and respected, which is important for learning and personal growth.
- **Parental and Community Involvement:** Involving families and communities in the education process to support SEL skills outside of school.

The NCF 2005 highlights how important Social Emotional Learning (SEL) is for education. By teaching SEL, students become resilient, empathetic, and good at working with others. This prepares them to handle future challenges and helps create a more peaceful and productive society.

1.1 SOCIAL EMOTIONAL LEARNING

The concept was initially developed in 1987 when Timothy Shriver and Dr. Roger P. Weissberg led a team of educators and researchers in an initiative to create the New Haven Social Development Program. This lasted until 1992 and produced a set of curricula and assessment tools that helped address behavioural challenges at schools.

In 1994, the term "social emotional learning" was officially introduced, along with the founding of the CASEL organization. CASEL's mission was to promote a comprehensive approach to education that focuses on both social-emotional skills and academic learning. This approach has become a key part of school systems worldwide, with many countries including SEL in their national education policies.

Since CASEL was established, its efforts to promote and advance SEL has increased and the group's influence has grown. More recently, the Academic, Social, and Emotional Learning Act of 2011, SEL in schools is still being advanced nationally and internationally by CASEL and numerous other organizations and colleges. Since the movement's inception, numerous state boards of education and international organizations have endorsed standards for social and emotional learning, and researchers are still examining how it affects students' performance in school and in other areas of their lives.

Social Emotional Learning is the process through which children understand and manage their emotions, set goals, empathize with others, build positive relationships, and make good decisions. It teaches them important skills for getting success in life. By learning these skills, children can become more, resilient, and well-rounded individuals.

Social and Emotional Learning (SEL) represents a significant shift in educational philosophy, recognizing that students' emotional and social development is as crucial as their academic progress. The roots of SEL can be traced back to early 20th-century progressive education movements, with pioneers like John Dewey advocating for a more holistic approach to education that included emotional and social dimensions. Humanistic psychologists such as Abraham Maslow and Carl Rogers further contributed by highlighting the importance of self-actualization, empathy, and positive relationships in personal development. The concept of emotional intelligence, popularized by Daniel Goleman in the 1990s, underscored the need for individuals to manage their emotions and understand others' feelings, setting the stage for SEL's formal integration into education.

The establishment of the Collaborative for Academic, Social, and Emotional Learning (CASEL) in 1994 was a pivotal moment in the formalization of SEL, providing a clear framework and advocating for its inclusion in school curricula. Research throughout the late 20th and early 21st centuries demonstrated the profound impact of SEL on academic performance, emotional well-being, and social behavior, leading to its widespread adoption in schools. Advances in neuroscience have reinforced the understanding that emotional and social experiences significantly influence brain development and learning capabilities.

According to a report by the National Research Council (2012), Education for Life and Work: Developing Transferable Knowledge in the 21st Century there is an understanding that schools need to teach more than just academics to prepare students for real-world experiences. "There is powerful evidence that SEL if scaled, could dramatically improve student's achievement in schools and a lifetime of outcomes for children that would strengthen education, the economy, and our communities" (Civic Enterprises, Bridgeland, Bruce, & Hariharan, 2013, p. 11).

Social and emotional learning (SEL) is a strengths-based, developmental process that begins at birth and evolves across the lifespan (Weissberg et al., 2015). It is the process through which children, adolescents, and adults learn skills to support healthy development and relationships.

Adult and student social and emotional learning competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Weissberg et al., 2015). Researches indicate that social and emotional learning promotes academic achievement, well-

being, positive life outcomes, decreased teacher burnout and can be a powerful tool for prevention and resilience when embedded with intentionality in curriculum, instruction, and school climate (Durlak et al., 2011; Taylor et al., 2017).

Systemic social and emotional learning is one component in a Multi-Tiered System of Support, and it includes school-wide and district-wide integration to promote positive school climate (Berg & Moroney, n.d.) and authentic family, caregiver, youth, and community partnerships (Weissberg et al., 2015).

According to the CASEL (2018) "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

Social and Emotional Learning (SEL) includes the following five competencies CASEL, (2018):

1. **Self-awareness**: - The ability to understand one's emotions, thoughts, and values and how they affect the behavior in different situations. This includes recognizing your strengths and weaknesses, having a healthy sense of confidence and purpose, and maintaining a growth mindset. The main skills include:

- identifying emotions
- self -perception
- understanding strengths
- self -confidence
- self -efficacy.

2. **Self-management: -** The ability to handle emotions, thoughts, and actions in a positive way across different situations to reach goals and dreams. This includes skills like delaying immediate rewards, managing stress, and feeling motivated and empowered to achieve both personal and group objectives. The main skills include:

- Impulse control
- stress management
- self -discipline
- self-motivation

- goal-setting
- organizational skills.

3. **Social awareness: -** The ability to understand and empathize with others, especially those from different backgrounds and cultures. This involves feeling compassion, recognizing social and historical norms for behavior in various situations, and being aware of the resources and support available in families, schools, and communities. The main skills include:

- perspective -taking
- empathy
- appreciating diversity
- respect for others

4. **Relationship skills: -** The ability to create and sustain healthy, supportive relationships and to work well in diverse groups. This includes skills such as clear communication, active listening, teamwork, problem-solving, and handling conflicts positively. It also involves adapting to different social and cultural situations, providing leadership, and knowing when to ask for or offer help. The main skills include:

- communication
- social engagement
- relationship building
- teamwork
- **Responsible decision-making: -** The ability to make thoughtful and positive decisions about how we act and interact with others in different situations. This involves thinking about what is right and safe, as well as assessing the pros and cons of our actions for ourselves and for the community. The key skills include:
- Identifying problem
- Analyzing situation
- Solving problems
- Self-evaluation

- Self-reflection
- Ethical responsibility

National Education Policy 2020 also emphasizes on the importance of holistic education that nurtures not only cognitive development but also social and emotional growth. Social Emotional Learning (SEL) is recognized as a vital component of this comprehensive educational framework.

CASEL's SEL framework is based on the theory that skills like managing emotions, understanding others, and building relationships are important for success in school and life. It draws from different researchers, including Daniel Goleman's work on emotional intelligence, Bandura's Social Learning Theory, and Vygotsky's ideas on how social interactions shape learning.

1.2 SOCIAL EMOTIONAL SKILLS

Social Emotional skills have been defined as, "individual capacities that (a) are manifested in consistent patterns of thoughts, feelings, and behaviours, (b) can be developed through formal and informal learning experiences, and (c) influence important socioeconomic outcomes throughout the individual's life" (Organisation for Economic Co-Operation and Development (OECD) 2015, p. 34).

Social-emotional skills are beneficial for many important life outcomes for students. schools are important for helping students grow in many ways, not just with school subjects but also in how they understand and handle their feelings and relationships. Social-emotional learning is the process of developing and using social and emotional skills.

Social and emotional skills are the abilities that help children and young people become strong and handle their thoughts, feelings, and actions. These are crucial life skills that help students handle tough situations, get along well with others, and form good relationships with both peers and adults. Research shows that how students, parents, and teachers handle social and emotional situations can significantly impact students' educational success, health, and career outcomes (Demange et al., 2021 & Kautz et al., 2014)

These skills can boost learning, increase students' motivation, and support their overall well-being, helping to prevent mental health problems.

Social and emotional skills help children and young people to:

- identify and manage their feelings and their behaviour, and reach out for help where necessary

- build and manage healthy relationships
- have self-control
- resolve conflict
- be self-aware
- handle and overcome difficulties
- make good decisions
- build resilience, self-esteem and confidence
- think positively about themselves and how they perceive the world around them
- recognise and prevent poor mental health
- grow into well-rounded and healthy adults.

1.3 EMOTIONAL MATURITY

Emotions are central to a child's experiences, influencing how they see and interact with the world. The ability to manage emotions, from happiness to frustration, is crucial for their overall development. This isn't just about recognizing feelings; it's about developing the skills to respond to them in constructive ways. When children learn to navigate their emotions effectively, they build the foundation for emotional maturity. This maturity is essential for forming positive relationships, dealing with challenges, and approaching life with resilience. Supporting emotional maturity in young children is key to their long-term well-being and success.

In today's competitive world, emotional maturity is crucial for developing both personal and interpersonal stability. Less emotionally mature individuals often choose ineffective coping strategies, while those who are more mature tend to adopt wiser, more effective methods (Wagde & Ganaie,2013). Emotional maturity is a key factor in shaping personality, behavior, and attitudes, improving relationships, and enhancing self-worth and emotional stability (Anand, Kunwar, & Kumar, 2014). Emotional maturity shapes personality and guides individual growth, reflecting the outcomes of healthy emotional development. It is a crucial aspect of human life. A key goal of any quality education is to foster emotional maturity in learners, enabling them to manage their emotions effectively.

Emotions are essential to how we experience life, influencing our perceptions, interactions, and decisions. They act as internal signals that guide our behavior, helping us navigate our environment.

Research indicates that emotions influence cognitive processes like attention, memory, and problem-solving, thereby affecting our overall well-being and success (Gross, 2014). Emotional development is crucial to human growth, influencing social and moral progress through mood, emotions, and personal experiences. Emotional maturity involves forming and maintaining relationships, showing empathy, and taking responsibility (Jangra, Singh, & Behmani, 2020)

A child's emotional growth is key to having a healthy personality. Proper emotional development and expression are necessary for a healthy life. If a child's emotional growth isn't healthy, his emotional behavior may become unbalanced and not socially acceptable, would also lead to emotional problems and challenges in life.

Emotionally mature people observe their thoughts and feelings in order to effectively manage, communicate, and cope with difficult emotions.

Emotional maturity is more than being able to maintain one's composure. It's also includes:

- understanding of what one's feels
- ability to show emotions in a healthy way
- recognize emotions of others

Col Menninger (1999), Emotional maturity includes the ability to deal constructively with reality.

Dosanjh (1960) states that "Emotional maturity means a balanced personality. It means the ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency".

1.4 POSITIVE BEHAVIOR

According to Maag (2001), positive behavior is defined as actions that are socially acceptable and contribute to personal and social well-being, emphasizing that such behaviors foster good relationships and effective functioning in various settings.

Social circumstances have a significant impact on one's personality, influence both positive and negative behaviors. Education is crucial in guiding behaviors towards positive outcomes. The world has undergone many social changes, highlighting the need to encourage positive behaviors, especially among children to promote positive behaviors or it is essential for societal development and progress.

Positive behavior refers to actions, and attitudes considered beneficial, respectful, and constructive. It

involves behaving in a way that promotes kindness, cooperation, and empathy towards others.

Positive behavior is about actions that make a work environment better and help others do their jobs well. People really appreciate trust and genuine interactions. They share examples of the positive behaviours they value most:

- Listening to others
- Encouraging and helping people use their strengths
- Being proactive, motivating, and supporting coworkers
- Showing appreciation and positivity through words and actions (like smiling, making eye contact, saying "thank you" and "please").

Positive behaviors are crucial in shaping an individual's personality and influencing their goals. They contribute significantly to societal development. Thus, it is essential to focus on encouraging positive behaviors among students from early childhood through to secondary school (Zou and Qudah, 2020)

2.0 EMERGENCE OF THE STUDY

In India, people from different backgrounds—like researchers, teachers, employers, and parents—are realizing how important social-emotional learning (SEL) and other non-academic skills are for young people. The COVID-19 pandemic made this even clearer, as it led to higher levels of stress, anxiety, and depression among both adults and young people worldwide, showing just how crucial SEL is.

National Curriculum Framework (NCF) 2005: The NCF emphasized the importance of including life skills education, which aligns closely with SEL principles, to help students develop essential social and emotional skills (National Council of Educational Research and Training [NCERT], 2005).

The implementation of SEL programs in Indian schools is crucial due to the diverse socio-cultural environment. Indian students face unique challenges such as intense academic pressure, socio-economic disparities, and the need to navigate complex social dynamics. SEL provides students with the tools to manage emotions, build resilience, and foster positive relationships, which are essential for thriving in such a context (Sharma & Sokal, 2015).

Kuppuswamy and Sivakumar (2019) examined the effects of SEL interventions in Chennai schools. The results indicated significant improvements in students' emotional regulation, empathy, and academic performance.

Organizations such as the Akanksha Foundation (2018) have implemented SEL programs targeting underprivileged children. These programs focus on developing life skills, confidence, and emotional well-being, demonstrating positive outcomes in students' social interactions and self-esteem (Nair, 2018).

Pratham's (2019) Annual Status of Education Report (ASER) highlighted in it the pressing need to include life skills in school curriculums. The National Education Policy (NEP) 2020 also recognized the importance of SEL, stating that it helps the education system in creating well-rounded individuals who can think logically, act wisely, and show compassion and empathy.

The National Education Policy (NEP) 2020 proposes that schools in India should aim at providing a holistic education to "develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner". Social-emotional learning (SEL) has gained recognition for its impact on various aspects of student development, including attitudes, behaviours, skills, and academic performance. Research suggests that SEL enhances students' attitudes by boosting self-efficacy, fostering a positive outlook on school and learning, increasing motivation, and helping students manage school-related stress. In terms of behavior, SEL promotes more positive social interactions, heightens students' responsibility for their learning, and reduces interpersonal conflicts (CASEL, 2003; Johnson & Johnson, 2009; Lindsay, 2013; Siegel, 2005; Zins & Elias, 2007; Zins, Elias, & Greenberg, 2003).

Despite these promising findings, there is limited empirical research that specifically examines how SEL functions concerning individual differences and its relationship with critical thinking disposition. Therefore, this study aims to explore the connection between social-emotional learning and critical thinking disposition. Based on the existing literature, it is hypothesized that critical thinking will have a positive correlation with social-emotional learning.

Today's both educators and students face a long list of challenges, such as high-pressure exams, substance abuse, suicide, academic expectations, delinquency, media influence, technology, teacher shortages, violence, dropouts, and changes in family dynamics. However, truly effective schools—those that prepare students not just to pass tests but to handle life's challenges—are discovering that social-emotional skills and academic success are closely connected. When instruction in both areas is

integrated and coordinated, it helps students reach their full potential, both in school and in life (Zins & Elias, 2006).

The younger generation is now expected to be not only familiar with the latest technology but also socially and emotionally strong. Therefore, social emotional learning needs to be developed among students. so, the researcher has planned to teach social emotional learning to the middle school students and find out its effect on social emotional skills, emotional maturity and positive behavior of middle stage students.

3.0 JUSTIFICATION OF THE STUDY

Changing social, economic and environmental scenario, concern for kids' social and emotional health has increased as educators are being urged to care for the wellbeing of children. Also, it is a well-known fact that school shapes the personality of the child and helps him/her cope with the challenges of the society. As rightly said by **Kothari Commission (1964-66),** "The destiny of India is being shaped in our classrooms". The review will provide a guide to teachers and administrators to introduce social emotional learning strategies in order to achieve student wellbeing.

The American Institutes for Research (AIR, 2017) report that schools with SEL programs have a better atmosphere, fewer behavior problems, and stronger relationships between students and teachers, which improves the learning environment. Additionally, a study in *Child Development* found that SEL benefits last into adulthood, leading to higher graduation rates, better job opportunities, and less criminal behavior. SEL also encourages fairness and inclusion by teaching students to respect different perspectives, which helps create welcoming environments where all students feel valued.

The Aspen Institute's National Commission, (2019). on Social, Emotional, and Academic Development emphasizes that SEL is crucial for promoting educational fairness.

During early adolescence, particularly in the middle school years. This period is critical for youth, and it also presents a unique opportunity to enhance social and emotional competencies, which are key to promoting positive developmental outcomes. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning (SEL) involves five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are essential for healthy development, helping individuals recognize and

manage emotions, establish and maintain positive relationships, make responsible decisions, and engage in adaptive behaviours.

The National Education Policy (NEP) 2020, launched by the Government of India, marks a significant shift in the country's educational landscape. Among its many initiatives, NEP 2020 emphasizes the importance of social-emotional learning (SEL) as a core component of holistic education. Recognizing the role of SEL in nurturing well-rounded individuals, the policy aims to integrate these skills into the school curriculum.

Jones, McGarrah, and Kahn (2019) highlights the importance of SEL in fostering healthy relationships, emotional regulation, and academic success. SEL is not merely an individualistic trait but is shaped by the social and cultural contexts in which individuals are embedded. Strong relationships, both interpersonal and with the broader community, are essential for SEL development. Studies have shown that SEL can positively impact academic outcomes, including improved grades and attendance. To effectively implement SEL programs, educators and policymakers should adhere to evidence-based principles and consider the specific needs of different populations.

Jeffrey Pickens' study, "Socio-emotional Programme Promotes Positive Behaviour in Preschoolers" (2009) explored the impact of a socio-emotional program on young children's behavior. The study, conducted by the Peace Education Foundation (PEF), focused on preschoolers in Miami, Florida. The program aimed to improve social skills and reduce behavioral problems among preschoolers. Teachers and parents were trained to use activities and specific language to encourage empathy, fairness, and positive interactions. The study compared preschools that participated in the PEF program to those that did not. The results showed significant improvements in social cooperation, positive interactions, and social independence among children who participated in the PEF program.

The emphasis on social-emotional learning (SEL) within the **National Education Policy (NEP) 2020** represents a significant shift in the Indian educational framework. The present study will focus upon exploring of how SEL can synergistically enhance the development of essential life skills alongside academic competencies, thereby equipping students to succeed in a rapidly evolving global environment (Ministry of Education, 2020). After going through previous researches, it has been found by researcher that despite a growing body of research on the effectiveness of social-emotional learning (SEL)

interventions, there remains a significant gap in understanding their impact on specifically. While studies have shown positive outcomes in younger children and adolescents, the unique developmental stage of middle childhood necessitates further investigation because during this period, students develop greater self-awareness, navigate peer influence, and face challenges in regulating emotions, making them important subjects for studying SEL interventions. Research on this age group can contribute to creating effective strategies to strengthen emotional intelligence, resilience, and healthy peer interactions, benefiting both students and educators.

Additionally, the long-term effects of SEL interventions on social-emotional skills, emotional maturity, and positive behaviour in this age group are relatively unexplored. Apart from this it has been found by researcher that very few studies have been conducted at national level. This gives urge to researcher to effect of social emotional learning-based intervention program on social emotional skills, emotional maturity and positive behaviour of middle stage students.

After undergoing the process of reviewing the research, the following questions were arisen in the mind of the researcher in the context of Social Emotional Learning.

RESEARCH QUESTIONS:

1. What is the effect of social-emotional learning-based intervention program on social emotional skills of middle stage students?
2. How does social-emotional learning-based intervention program influence the emotional maturity of middle stage students?
3. What is the effect of social emotional learning-based intervention program on the positive behaviour of middle stage students?

4.0 STATEMENT OF THE PROBLEM

In the context of the above-mentioned questions, the researcher has framed the research problem as

"Effect of Social Emotional Learning based Intervention Program on Social Emotional Skills, Emotional Maturity and Positive Behaviour of Middle Stage Students"

5.0 DEFINITION OF THE TERMS

5.1 SOCIAL-EMOTIONAL LEARNING

According to the CASEL (2018) “SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

The five dimensions of Social Emotional Learning (SEL) are:

- Self-awareness
- Self -management
- Social awareness
- Relationship skills
- Responsible decision- making

OPERATIONAL DEFINITION

For the present study the definition of Social Emotional Learning given by CASEL (2018) will be accepted as an operational definition with five dimensions.

5.2 SOCIAL EMOTIONAL SKILLS

CASEL (2018) defines “Social emotional skills as the ability to recognize and manage one’s own emotions, understand the emotions of others, and build and maintain positive relationship.”

OPERATIONAL DEFINITION

For the present study the definition of Social Emotional Skills given by CASEL (2018) will be accepted as an operational definition.

5.3 EMOTIONAL MATURITY

According to Menninger (1999), “Emotional maturity can be defined as a process in which the personality is always determined for better sense of emotional well-being.

OPERATIONAL DEFINITION

In the present study, the term Emotional maturity refers to the ability of an individual to manage and regulate their emotions effectively, adapt to various circumstances, and respond to challenges with a balanced, thoughtful, and constructive approach. It involves understanding one's own emotions, empathizing with others, maintaining emotional stability, and making decisions that align with long-term goals and values.

5.4 POSITIVE BEHAVIOUR

According to Maag (2001), positive behavior is defined as actions that are socially acceptable and contribute to personal and social well-being, emphasizing that such behaviors foster good relationships and effective functioning in various settings.

OPERATIONAL DEFINITION

In the present study, the term Positive Behaviour will be taken as any actions or conduct that demonstrates respect, responsibility, and empathy towards others. This includes adhering to social norms, following rules, cooperating in group settings, and engaging in actions that contribute to a supportive and constructive environment.

5.5 MIDDLE STAGE STUDENTS

According to National Education Policy (2020)- Middle stage includes 3years of schooling for class6 to class 8, the average age of the student should be 11 years to 14 years.

OPERATIONAL DEFINITION

In the present study middle stage students refer to the students studying in 7th class.

6.0 OBJECTIVES OF THE STUDY

1. To study the effect of Social Emotional Learning-based Intervention Program on social emotional skills of Middle Stage Students.

2. To find out the effect of Social Emotional Learning-based Intervention Program on Emotional maturity of Middle Stage Students.

3. To examine the effect of Social Emotional Learning-based Intervention Program on Positive behavior of Middle Stage Students.

7.0 HYPOTHESES OF THE STUDY

Ha1: There will be a significant effect of Social Emotional Learning-based intervention program on Social Emotional Skills of middle stage students.

Ha2: There will be a significant effect of Social Emotional Learning-based intervention program on Emotional Maturity of middle stage students.

Ha3: There will be a significant effect of Social Emotional Learning-based intervention program on Positive Behavior of middle stage students.

8.0 DELIMITATIONS OF THE STUDY

The study will be delimited to the following points:

1. The study will be delimited to Agra city only.

2. The study will be delimited to Middle school of CBSE Boards.

3. The study will be delimited to class VII students.

4. The study will be delimited to CASEL's (2018) SEL Dimensions and skills.

5. The study will be delimited to Social emotional Factors of the students of Agra city only.

9.0 METHODOLOGY OF THE STUDY

9.1 VARIABLES OF THE STUDY

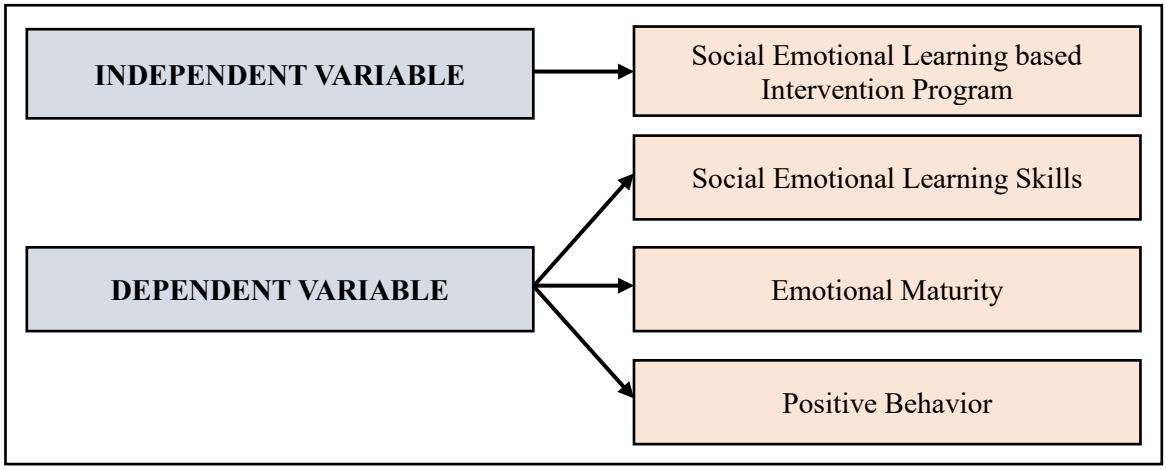

Fig. 1 Showing Variables of the Study

EXTRANEOUS VARIABLES

The following variables will be controlled:

Table 1 Exhibiting the Method of Controlling Extraneous Variables

Category of Variables	Variables	Controlling Techniques (To be controlled by the researcher)
Environment related variables	Classroom climate	Rapport establishment
	Noise	Removed
	Light Test time Test administration	Constancy
Sequence related variables	Fatigue	Eliminated
	Cooperation	Constancy

9.2 METHOD OF THE STUDY

The Quasi-experimental research method will be used to test the effect of social emotional learning-

based intervention program on social emotional skills, emotional maturity and positive behaviour of middle stage students.

9.3 RESEARCH DESIGN

Two group Pre-test, post-test design will be used in the present study

Table 2 Two Group Pre-test, Post-test Design

GROUP	PRE-TEST	TREATMENT	DURATION	POST-TEST
Experimental group N=45 approx.	• Social emotional skills • Emotional maturity • Positive behavior	Intervention through Social emotional learning-based activities	60 days 1 Period of 35 minutes per day	• Social emotional skills • Emotional maturity • Positive behavior
Control Group N=45 approx.	• Social emotional skills • Emotional maturity • Positive behavior	No Treatment	60 days	• Social emotional skills • Emotional maturity • Positive behavior

The design of experiment is Two group Pre-test, post-test design and it will be conducted in three phases:

1. Planning Phase: It will include the development of activity-based material (Video, write up, classroom group activity, etc.) using social emotional learning strategies.

2. Experimental Phase: The researcher will execute SEL strategies on experimental group. Pre-test will be conducted for the experimental and control groups before the intervention. After the intervention post-test will be administered to both the groups to evaluate its effect.

3. Evaluation Phase: After completion of experimental phase, researcher will collect the data for analysis.

9.4 SHORT DESCRIPTION OF INTERVENTION ACTIVITIES

Table 3 Description of Intervention Activities

S. No.	SEL Dimensions	SEL Skills	Classroom Activities	Time Allotment
1.	Self-Awareness	• Self -perception • Self -confidence • Self-efficacy • Understanding strengths	Orientation by the researcher 1. Pair and Share 2. A rose and Thorn 3. Art activities 4. Journaling	9 Days

2.	Self-Management	• Stress management • Self-discipline • Self-motivation • Goal-setting • Organisational skills	Orientation by the researcher 1. Conflict Resolution 2. Recognising Emotions 3. Goal Settings 4.Task Management	9 Days
3.	Social-Awareness	• Perspective-taking • Empathy • Appreciating diversity • Respect for others	Orientation by the researcher 1. Role playing 2. Story Telling sessions 3. Group Debate 4.Student Check- Ins	9 Days
4.	Relationship Skills	• Communication • Social engagement • Relationship building • Teamwork	Orientation by the researcher 1. Ice Breaker activities 2. Random act of Kindness 3. Real Life friends 4. Classroom Helpers	9 Days
5	Responsible Decision Making	• Identifying problems • Analysing situations • Solving problems • Self-evaluation • Self-reflection • Ethical responsibility	Orientation by the researcher 1. Group Activity based on same given issue and problem. 2. Classroom Debate 3. Decision-Making Challenge (Group) 4. Practical task	9 Days

(Source: CASEL (2018), SEL Dimensions and skills.)

9.5 SAMPLE OF THE STUDY

In the present study the population of the study will be Middle School of CBSE board school of Agra city. The selection of school and class will be taken through purposive sampling. The selection of class will be taken from purposive sampling to form Quasi-Experimental single group and number of units for sampling will be taken through intact group.

The procedure of sample selection is presented in the form of flow chart as follows:

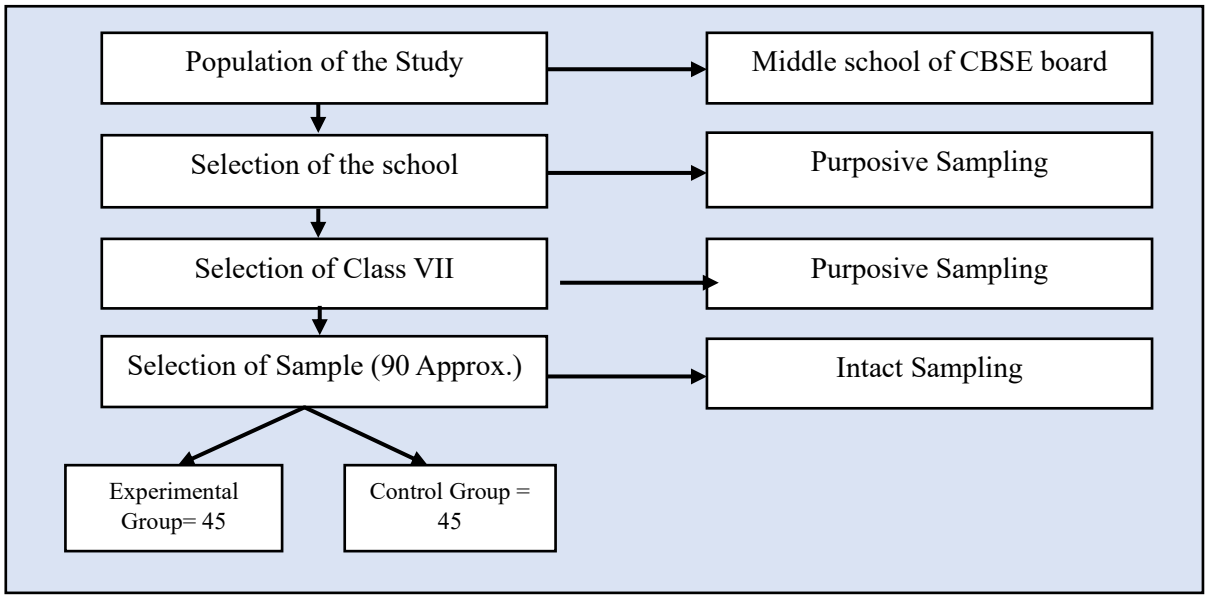

Fig. 2 Sample of the Study

9.6 TOOLS OF THE STUDY

Social emotional skills- Self constructed tool for Social emotional skills will be prepared on the basis of the Five dimensions and their corresponding skills given by CASEL.

Validity and reliability of the test will be calculated and modification would be made as per the suggestion of the Experts. Final draft of the test will be accepted after the pilot study.

Emotional Maturity Scale:

Table 4 Survey Table of Emotional Maturity Tools

S. No	Tool	Author	year	level	Remark
1.	**Emotional Maturity Scale**	**K. S Roopa and S. Daragad**	**2003**	**Class 5 to class 7**	**Selected**
2.	Emotional Maturity scale	Y. Singh and M Bhargava.	1990	Age group 20-24 years	Rejected
3.	Emotional Maturity scale	Tara Sabapathy.	2017	Age group 14 to 17 years	Rejected
4.	Emotional Maturity Scale	Bharti Bhardwaj and Gunjan Dubey	2023	Class XI and XII	Rejected

As per the requirement of the study, Emotional Maturity Scale by KS. Roopa and S. Daragad to measure Emotional Maturity for Middle stage students of class VII is found appropriate.

Positive Behavior- Self constructed tool for Positive behavior will be prepared on the basis of the dimensions. Validity and reliability of the test will be calculated and modification would be made as per the suggestion of the Experts. Final draft of the test will be accepted after the pilot study.

9.7 STATISTICAL TECHNIQUE

In the present study, the following statistical techniques will be used by the researcher:

DESCRIPTIVE STASTISTICS:

Mean: Mean value will be calculated for the distribution of students Engagement scores and Learning outcomes scores.

Standard Deviation: Standard Deviation will be calculated so as to study the variation in the scores.

INFERENTIAL STATISTICS:

t-test: t-test will be used to determine if there is a significant difference between the experimental and control group on the bases of pre-test and post test scores.

Graphical Representation will be used for presenting data and results in visual form.

9.8 PROCEDURE OF THE STUDY

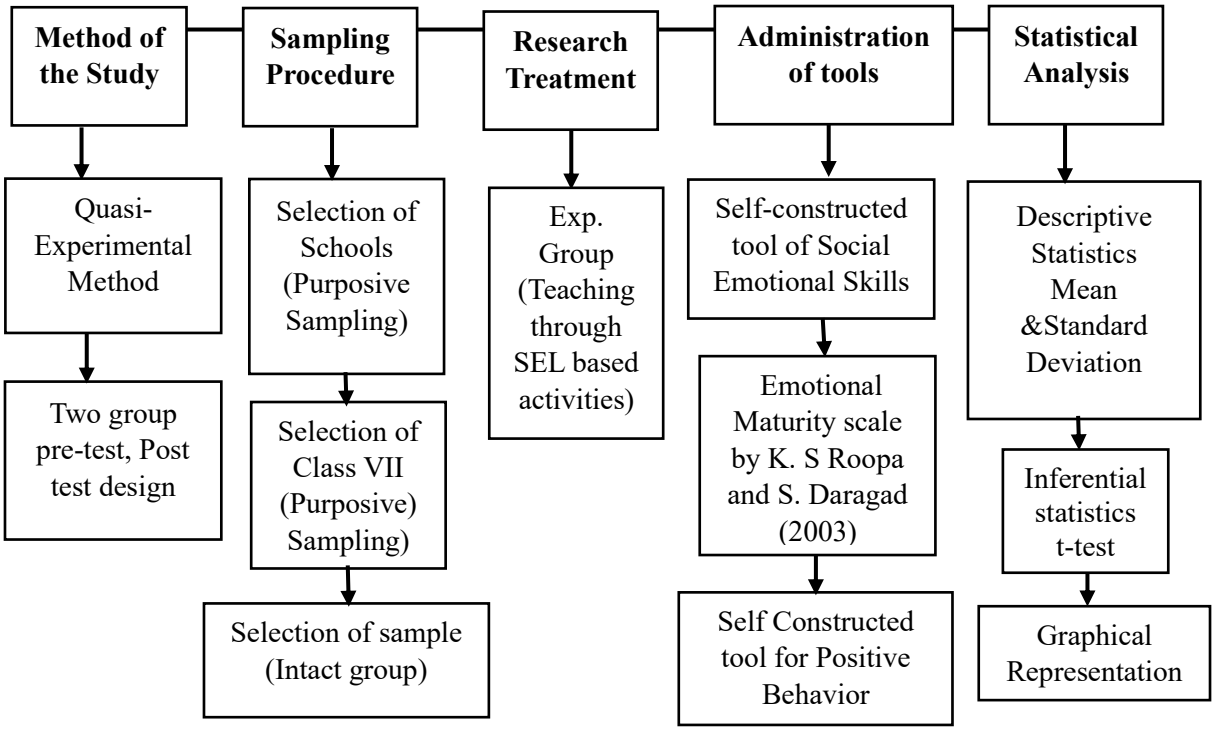
Method of the Study
Sampling Procedure
Research Treatment
Administration of tools
Statistical Analysis
Quasi-Experimental Method
Two group pre-test, Post test design
Selection of Schools (Purposive Sampling)
Selection of Class VII (Purposive) Sampling)
Selection of sample (Intact group)
Exp. Group (Teaching through SEL based activities)
Self-constructed tool of Social Emotional Skills
Emotional Maturity scale by K. S Roopa and S. Daragad (2003)
Self Constructed tool for Positive Behavior
Descriptive Statistics Mean &Standard Deviation
Inferential statistics t-test
Graphical Representation

Fig. 3 Shows the Procedure of the Study

10.0 SIGNIFICANCE OF THE STUDY

Social Emotional Learning (SEL) is important for students as they grow older. By participating in SEL activities, students can boost their understanding of themselves, learn to manage their emotions better, build stronger relationships, and make more thoughtful decision.

SEL strategies can help students build emotional maturity. Emotional maturity is important because it helps students manage stress, face challenges, and stay positive. By finding effective SEL strategies, the study can help students learn to handle emotional difficulties and recover from setbacks, improving their overall well-being.

The results of this study can give important information to teachers, school leaders, and policymakers. By learning how SEL strategies affect students' emotional maturity and behaviour, these education professionals can make better decisions about adding SEL to the curriculum and training programs.

Positive behaviour is essential for a good learning environment. This study looks at how SEL strategies can improve students' behaviour, reduce disruptions, and create a more respectful and cooperative atmosphere. Better behaviour can make learning better for all students and help teachers manage their

classrooms more easily.

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